

A STUDY OF EFFECT OF PEER COACHING ON PROFESSIONAL DEVELOPMENT (A STUDY IN INDORE REGION)

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1. INTRODUCTION

There are many tools for professional development. Peer coaching is one among those tools of professional development. The term 'peer' denoted equal standing or same level. 'Coaching' is a strategy that is used to guide others towards achieving or maximize performance of people. Professional Development – skills and knowledge attained for professional development; can intensive and collaborative in today's scenerio peer coaching plays an important role in professional development of teachers and it's widely effect personality and learning process of a individual. Peer coaching is the process where same level or designated people with different personality and mindset meet together to reflect on current practices; expand, clear, improve and build new skills and knowledge. Peer coaching is defined as a relationship based on trust where partners support each other to find solutions. Coaching does boost organizational productivity too (D'Abate et al., 2003) particularly in organizations where performance management (PM) and coaching are used, as opposed to performance appraisal (Goleman, 2000, Lindbom, 2007, Yu, 2007, Olivero et al., 1997). Peer coaching is not "one size fit" all model and each and every situation requires different framework of concept. The concept of peer coaching leads to influence people and thus form a leader; Britton and Anderson (2010). Research investigated that the benefits of a peer coaching relationship as a support system for students and teachers who were undertaking a field-based initial teacher education program. Peer coaching identified that there are two main forms of coaching—led by experts and reciprocal coaching (Ackland, 1991; Lu, 2010).

These two types of peer coaching are the most commonly used today. Donegan, Ostrosky and Fowler (2000) Peer coaching further discuss the differences between expert coaching and reciprocal coaching (as defined by Ackland, 1991). More experienced person, works with a less experienced person is a expert peer coaching. Experienced person always acts as the coach. With reciprocal peer coaching, the peer coaching partners work alongside each other and share the coaching role to find ways to license each other in their practice (Donegan et al., 2000; Lu, 2010). Peer coaching has been defined in a variety of different ways; that suit its predetermined purpose or environment (Fletcher, 2007; Griffiths & Campbell, 2009; Ives, 2008). With the help of peer coaching one can plan and develop career thus it help in career planning and career development of an individual. When one can meet and share his ideas to other, it helps to disclose his positive and negative points. With the help of positive points, individual get motivated and find the way to make his career. We can say that peer coaching means a collaboration of an group or an individual. For effective peer coaching and professional development, communication plays an important role. Without a good communication, people can't express and share his ideas to others which lead to failure of professional development. Many studies had proven that peer coaching is an essential and effective tool to develop individual profession. Peer mentoring with student can reduce cross culture communication issues.

There are variety of benefits follow from effective coaching, these benefit include mutual problem solving, learning through observation and self and peer development. These benefits lead to more and more learning, critical thinking, higher level of leadership and create competency among individuals. For effective peer coaching, co-operation is essential for both the parties and for making better collaboration or cooperation, trust is an important part of partnership. It should be noted that for effective peer coaching one must interact with different personality and knowledgeable person who is having good content knowledge about a particular subject. The main objective of peer coaching is to support and boost/ foster each others learning and the ultimate goal of peer coaching is to improve professional competency. Regular discussion and meeting make a good relation among both the parties and help in making effective peer coaching which again effect the professional



development of an individual. Peer coaching is a vehicle in which teacher used meaningful professional dialogues to influence student or others so to achieve the goal and improve professional development. It gives opportunities to instructor for pre-observation conversation, an observation and final a reflection session. These creates a good and non-threatening professional relation and thus create awareness and improve practice, and promotes long term change Vidmar (2006). Dialogue used in peer coaching can sometimes directly or indirectly effect professional development of an individual. Both partners must have the necessary skills and attitudes to be both the coach and the coached Zwart et al. (2009). For this reason many studies investigating that peer coaching include some workshop or training for the participants. Peer coaching in pre-service teacher education Lu (2010) found that most of the studies need from two to nine hours of training to embarked on peer coaching. These training include learning the techniques, skills and attitudes required for both the parties (Lu, 2010). In management term, coaching become a popular organizational development strategy that is designed to help and identify employees individual functional knowledge gaps and skills (Yu, 2007, Baek-Kyoo, 2005).

Five steps to create a continuous learning culture based on Peer Coaching

1. Create a thinking that is Open to Growth: - According to researcher Carol Dweck (2019) he said that there are two type of mindset: a fixed mindset and a growth mindset. According to him, people with a fixed mindset is to always want to appear intelligent, because they believe that they were born with a fixed level of intelligence that can't be modified. In growth mindset, student believes their abilities and intelligences can be developed with efforts, learning and persistence. Their basic abilities are simply starting point of their potential. He said that growth mindset is better for continuous learning for peer coaching. To develop a growth mindset one must focus on acknowledging and embrace weakness, view challenges as opportunities, one must know his learning style and use the right learning strategies, remember that the brain has the ability to change throughout life; one must focus on the process of learning instead of end result and etc.

2. Teach people how to give great feedback: - Steffen Maier (2018) found that by giving good feedback to people will definitely create learning culture among peers. The ability to give great feedback is a powerful skill. Giving good feedback need a several skill- the ability to observe, communicate and listen. It help future leader to develop those skill and ensure they are prepared to coach their teams. Teach people to formulate feedback without letting their emotions become barriers to development.

3. Set learning goals within teams:- whenever the coach set standard performance goal, he must share that goal within the team for making learning goals transparent makes people accountable for arriving them and make potential coaches within the team aware of what their peers want to learn. The learning objective among peers must relates to achieving goal and strategy and ensure that the team member have time and resources for reaching their goal.

4. Start a peer to peer coaching ecosystem:- One can foster a culture of continuous learning through different program and training initiative. One can establish peer to peer coaching ecosystem by giving people the space and time to share their expertise through a same program. By performing this you not only encourage them to share their knowledge among themselves but also to create a free and personalized way of providing learning opportunities. People must go for 'get together' to encourage learning among peers.

5. Introduce 360 degree for development:- Nandini Chawla (2008) found in her research that there has been overall positive impact on 360 degree feedback on performance of employee and thus somehow effect the learning criteria of an individual among coaching. She found that periodic meeting is very helpful and successful factor in professional development. Peer coaching forms a trusting environment that support and facilitates self directed learning.



Those who poses the high emotional intelligence are more likely to understand their own motive along with others, and build effective social relationships which leads to get positive performance (Howard, 2006). The factor that underpin the success of instructors are theirs propensity towards coaching, workload and available time, coaching skill and emotional intelligence. Peer coaching must be reflective in nature. One can measure the successful of peer coaching in professional development by outcome of an individual. If individual change his methods or techniques and get the output easily and fastly, this means that peer coaching is successfully done. Without proper listening peer coaching can't be successful done. Proper listening is important part of effective peer coaching. Peer coaching guide individual how to behave in particular situation.

Numbers of practices have been done to develop staff. These practices is known as coaching. These include technical coaching, collegial coaching, challenge coaching, team coaching, cognitive coaching, and use of peer coaching. Kent, Neubert and Bratton said that technical coaching, team coaching and peer coaching (clinical supervision) focus on innovation in curriculum and instructions coaching whereas Garnston said that collegial and cognitive coaching aim of improving existing practices.

2. FOLLOWING ARE THE PRINCIPLE OF PEER COACHING

1. Peer coaching mean all the member are collectively agree to practice and support one another in change process including in planning and developing an instructional objective and lessons.
2. The initial activity of peer coaching study team is planning and developing instruction and curriculum to achieve a common goal. Collaboration planning is very essential if teacher are divide of new lesson, unit sequence and use one another product.
3. We redefine the meaning of "coach" ; when pair of teacher observe each other, the one teaching is the "coach" and the other who observing is the "coached". In this process the teacher who observe will become the learner and pick new ideas of teaching. There is no such discussion on "Technical feedback" and thus the observation is brief in nature.
4. Collaboration work is much broader than observation and conference. The essential of coaching transaction is to advice teacher to observe. Teachers learn from one another while planning and developing instruction and curriculum, watching one another work with student and collectively thinking the impact of their behavior on their learning.

Effective peer coaching need training by experts. The training must be on the job in nature that helps in improving professional development. Somewhat the element of professional development must possess the same element of peer coaching. Therefore it is interlinked and called as the tool of professional development. For effective peer coaching one need a positive environment where sharing and exploring of new ideas can be float from one person to another.

The best example of peer coaching is HWAO consulting offers executive education on various training topics, include employee coaching, group coaching and executive coaching to teams and individuals, as well as peer coaching and set up of peer coaching programs. Munson said that there are several professional development techniques; one among those technique is clinical supervision. Under this technique, the supervisor would observe the teachers classroom behaviour and provide detailed data of his observation. The National School Boards Association's center for public education report, "TEACHING THE TEACHERS" found the reason for the failures/ineffective of professional development because it neither changes its practice of teaching nor it improve the learning of student. Teachers professional development can fall short in numerous way, including

- ❖ Conflict, many goals and priorities competing time, energy and attention of teachers.
- ❖ Unrealistic expectation to adopt and implement goals.
- ❖ Training events in professional development that are inappropriate in size, scope or structure to support learning
- ❖ Lack of support implementation of new instructional practices among employees



- ❖ Failures to provide feedback about how implementing new skills impacts student learning.

By brainstorming in reciprocity peer coaching, upto large extent one can improve his professional development. There are some tips for effective Professional Development. These are as follow:-

- Facilitate Learning
- Plan, Plan, Plan and Prepare
- Make choice
- Say NO for too much
- Start and End on Time
- Build and improve expertise
- Attend to the environment
- Ask for feedback
- Celebrate

3. REVIEW OF LITERATURE

People who are involved in peer coaching are unique people because not only as individual but as a strong team. Inviting teacher are those teacher who are invited as a coach. The work for inviting teacher is to identify and focus the observation, data collection form, coach behaviour guideline in classroom during observation, discussion parameter and, observation date and time. There are two component of peer coaching which must be identified and discussed are- Issue of trust ;everyone know it takes time to make trust , therefore it is crucial that time is allowed in order to establish trust when initially beginning a peer coaching relationship and reflection through performance outcome.(Jackson, 2004; Ladyshevsky, 2006; J. Robertson, 2005; Slater & Simmons, 2001).

Jan Robertson suggested that in order to develop trust, one can addressed and maintained issues of respect and confidentiality this is supported by Rice (2012), who required participants to sign confidentiality agreements. Every relation need time to develop/ make trust among each other, same way time is given to peer coach to form trusting relationship, but again it is unclear about how much time should be allowed. Through workshops or training program and other form of communication such as email, text, or face to face communication method like skype ,people can develop trust as said by Lu(2010). Once trust has been developed, respect will then be built. It is important for the instructor to ensure that the participants are well known of the importance of confidentiality because if privacy is breached then trust and respect dissipates (Rice, 2012). Peer coaching improves teacher efficacy. Peer coaching factors such as time, commitment and knowledge can all impact on the success of the professional development program. If peer coaching is to be successful, commitment of relationship is given by coaches and solving of barrier, such as time or work commitment. The benefit of peer coaching include return giving in form of success, motivating and supporting environment, learning style adopted by individual according to their behavior (Anderson, Barksdale, & Hite, 2005). More to this, Rice (2012) found that higher education faculty member group who participated in peer coaching using effective and” formative dialogue/communication” (p.69) seems to have a favourable experience. He also noted that one of the most important benefits of peer coaching in education sector is increase successful as a learner- regardless of no matters the age group or category they fall into (Buzbee-Little, 2005). Due to strong peer coaching partnerships in education, teachers are empowered to find new and innovative pedagogy which will be benefited to themselves as well as to those who they teach, their colleagues and their institutions (Rice, 2012).

Motivated paid peer mentor help to improve academic outcome of pre-service students as compared to that of unpaid peer helpers Lennox-Terrion and Leonard (2010). They discovered that being paid is not an exceptionally motivating factor for peer coaches/mentors. Many of them said that the desire to help, or to give something back to the institution, was more of an incentive. If Peer coaching for pre service teachers is implemented well then it could give fruitful outcome to pre-service teachers student, it boost an environment collaboration and striving for improvement becomes the norm. Their



investigation suggested that effective implementation of peer coaching would mean that available human resources (for example, lecturers) (Britton & Anderson, 2010). Students under pre-service have to undergone with different pressures and often have high levels of anxiety. Either real or perceived stress can take up a lot of lecturers 'pastoral/simple care and academic advice time. Peer coaching help to in building and maintain of staff development by regularly meeting and floating of new and innovative ideas. Well-implemented peer coaching program need extra support from teaching staff. Initially pre-service education teachers in peer coaching is well documented in the literature, no such evidence could be found in field based initial teacher education program.

4. LIMITATION OF PEER COACHING

Biggest problem faced by peer coaching is lack of time (Donegan et al., 2000; J. Robertson, 2005). It's finding challenging time due to pressures of everyday life, specifically when the participants don't know each other or when meeting time is not included in their workload allocation. As peer coaching consist of many different people of different personality and thinking, so this different people have different opinion and philosophies which again cause a problem in their relationship. For good and effective communication skill of active listening and reflective practice are essential part of peer coaching in building of effective professional development between the partners and will allow peers to work together to solve the issued problem from each other's perspective. (Rice,2012;J.Robertson,2005). Another potential factors impacting on the coach's abilities to form relationships and continue in their partnership may include family commitments, work responsibilities, Education Review Office visit community obligations and etc (J. Robertson, 2005). As Jan Robertson (2005) said that, when peer coaching can come "into its own" it's again the matter of problem. Effective coaches help their partners to find coping mechanisms to deal with such events.

5. OBJECTIVE OF THIS STUDY

Every study has its objective. Without objective one can't perform his task. Therefore, this study has also its objectives to perform.

- To identify the effect of personality in peer coaching that effect the professional development.
- To identify the effect of collaboration in learning that effect professional development of an individual.
- To identify the effect of communication in peer coaching that improve the professional development.
- To study the effect of peer coaching on professional development.

6. HYPOTHESIS

Ho: There is no significant relationship between personality and peer coaching on professional development.

Ha: There is a significant relationship between personality and peer coaching on professional development.

Ho: There is no significant relation between collaboration and learning in peer coaching that effect professional development.

Ha: There is a significant relation between collaboration and learning in peer coaching that effect professional development.

Ho: There is no significant relationship between communication in peer coaching and Professional development.

Ha: There is a significant relationship between communication in peer coaching and Professional development.

Ho: There is no significant relationship between peer coaching on professional development.

Ha: There is a significant relationship between peer coaching on professional development.



7. RESEARCH METHODOLOGY

7.1 Research Design

As the peer coaching model used in this study, the research is said to be action research. The action research helps teachers assess and improve their own teaching practices. I included myself under the term “teacher” because my current position is Assistant Professor; I am still, in practice, a teacher. Action research is designed specifically for teachers who wish to improve their teaching by studying and applying research-based practices to the curriculum, instruction, and/or assessment issues they have targeted for improvement. Practical classroom action research provides teachers with rich sources of data to develop more effective ways to modify and enrich their own practice, thereby enhancing their students’ chances for success, and can be conducted by individual teachers or collaboratively by groups of teachers (Hendricks, 2006). Action research addressed, both quantitative and qualitative data, and both forms of data are being used in this study.

7.2 Sample Design

- Sample unit:-The sampling unit of research include the effect of peer coaching on professional development of different colleges. (Indore region)
- Sample size:-This refers to number of respondent to be selected from different institution to constitute a sample. The sample size of 150 people will be taken.
- Sampling technique:-Under probability sampling, simple random sampling method will be used for collecting the data.
- Variable to be used:-Variable which are used to study the effect on Professional Development used by institution is independent variable which only affects one thing that is peer coaching.
- Tool for data collection:-Primary data:-Self administered questionnaire will be designed to collect primary data and statistical tool are applied.
Secondary data:-We collect secondary data with the help of some books and website.
- Material:- The main material used for the study was the questionnaire. A five points Likert-type scale questionnaire, ranging from strongly disagree (1) to strongly agree (5) were constructed to elicits participants responses.

The questionnaire consists of two parts, Part I and Part II. Part I included respondents biographical data : Name, Age, Gender and Qualification whereas Part II is made up of 15 items. 15 of the items were constructed based on Likert-type scale. The teacher were asked to indicate the extent to which they agree or disagree with the item.

7.3 Reliability

To check the consistency of paper, we check through by Cronbach’s alpha value, we get +.80 value which is greater considered to indicate good reliability. This means that we have reliable data to analysis and thus we can apply test.

Reliability Statistics

Cronbach's Alpha	N of Items
.807	15

One-Sample Test

	Test Value = 0					
	t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
					Lower	Upper
VAR00001	60.163	91	.000	4.272	4.13	4.41
VAR00002	39.496	91	.000	4.196	3.98	4.41
VAR00003	47.240	91	.000	4.315	4.13	4.50



VAR00004	76.459	91	.000	4.500	4.38	4.62
VAR00005	58.401	91	.000	4.304	4.16	4.45
VAR00006	67.838	91	.000	4.185	4.06	4.31
VAR00007	37.574	91	.000	4.272	4.05	4.50
VAR00008	52.431	91	.000	4.120	3.96	4.28
VAR00009	72.008	91	.000	4.326	4.21	4.45
VAR00010	58.066	91	.000	4.402	4.25	4.55
VAR00011	47.874	91	.000	4.467	4.28	4.65
VAR00012	39.523	91	.000	4.185	3.97	4.40
VAR00013	59.344	91	.000	4.359	4.21	4.50
VAR00014	62.313	91	.000	4.337	4.20	4.48
VAR00015	84.204	91	.000	4.565	4.46	4.67

8. ANALYSIS & INTERPRETATION

We applied one sample T-test to our data. According to our first objective of research that we come to know that all the variable has significant value less than 0.05 indicating that null hypothesis is being rejected and alternative hypothesis is accepted as there is a significant relationship between personality development and peer coaching which include individual behavior, academic environment and leadership in an organization.

According to the second objective that we come to know that all the variable has significant value less than 0.05 indicating that null hypothesis is being rejected and alternative hypothesis is accepted as there is a significant relation between collaboration and learning in peer coaching that effect professional development which include the variable workshop/seminars, collaboration-learning-professional development in a workplace.

The third objective of research is relationship between communication in peer coaching and Professional development and we come across that the significance difference is 0.00 which is below 0.05 which shows that null hypothesis is rejected and the alternative hypothesis is accepted which include the variable effective communication in workplace.

The relationship between peer coaching in an organization effect the professional development is the fourth objective of research. The significance difference is 0.00 which is below 0.05 which show the alternative hypothesis is accepted and null hypothesis is rejected which include good relation, retention, organization climate and organization development and professional development in an organization.

9. CONCLUSION

By the observation and the study conducted and information collected from 150 respondents working at different places in Indore region it has been concluded that there are factor that impact the effectiveness of professional development is varied thus peer coaching is important tool for professional development of employee in organization. Mainly academic environment, workshop/seminar, personality of individual in peer coaching affect the professional development and thus help in 360degree development of talented employee in an organization. Somewhere it motivate the employee to attain the objective and provide job satisfaction. It has a positive influence in the capacity of employee to enact and reflect on new knowledge and practices.

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